

3-5-Year-Old Eligibility Information

Question & Answer Technical Assistance Document

3-5 year old Eligibility Questions

1) What assessment(s) are required when determining eligibility for children ages 3-5 for special education services?

- a. Two standardized tests must be given. The first standardized test must be in the area of concern. The second standardized test should be in one of the areas considered to be an area of concern during the referral process. In addition, skill-based assessment must be conducted in each area of suspected disability.
- b. When determining evaluations needed for 3-5 year olds, the team must consider all categories of suspected disability such as, (cognitive, autism etc.), not just developmental delay.
- c. If other categories of disability are considered for evaluation during the informal review, the specific evaluation areas required for those disability categories must be listed on the prior notice/consent form. For example, if the team is considering the categories of Speech/Language (550) and developmental delay (570) the areas of evaluation listed on the prior notice /consent would be as follows:

--Developmental (cognitive, adaptive, motor, communication, personal/social

--Language

If the team is considering the categories of Developmental Delay (570) and Cognitive (510), the areas of evaluation listed on the prior notice/consent would be as follows:

--Developmental Delay (cognitive, adaptive, motor, communication, personal/ social

--Ability

--Achievement

Developmental Delay Eligibility Questions

- 1) If the Developmental test results do not support eligibility, can the IEP team use the scores from the second standardized test for determining eligibility under the Developmental Delay category?**
 - a. The IEP team must consider the primary disabling condition when making its decision. The IEP team may use the other scores to support eligibility under the developmental delay category; however, this would be an exception rather than the rule. Skill based assessments must support eligibility.

- 2) The category of developmental delay is specifically for use with children who are ages 3, 4, and 5 who are in need of special education or special education and related services. Upon turning age 6, does the child have to be automatically re-evaluated to determine which category he may be eligible under?**
 - a. Upon turning age 6, in order to receive special education services, the child must meet the criteria for eligibility in a category other than Developmental Delay as outlined in administrative rules. It is the responsibility of the team to determine if they have current, appropriate evaluation information with which to make this determination. For some children, this may mean they will need to be reevaluated. For other children who have a current comprehensive assessment, reevaluation may not be necessary. The IEP team is responsible for ensuring that the child has been appropriately evaluated.

- 3) Please explain the two different standard deviation measures given in ARSD §24:05:24:01.09 Developmental Delay defined.**
 - a. A student can meet the criteria for developmental delay two ways. First, a student can be functioning at a developmental level of 2 or more standard deviations below the mean (usually a score of 70 or below on a standardized measure) in any one area of development (cognitive, physical, communication, social and emotional or adaptive behavior). The second way a student could meet the criteria is by functioning at a developmental level of 1.5 standard deviations (usually a score of 78 or below on standardized tests) in any two areas of development (cognitive, physical, communication, social and emotional or adaptive behavior).

4) Is developmental delay the only disability category that can be used with students who are 3 through 5 years old?

- a. No, a student who meets the criteria of any of the categories listed in administrative rule and who is determined to be in need of special education or special education and related services should be identified by that category.

BDI-2 Specific Eligibility Questions

1) Are there evaluator qualifications for teachers and/or providers giving the BDI2 assessment?

- a. Districts should refer to the evaluator requirements outlined in the BDI-2 examiners manual to determine who is a qualified to administer the BDI-2 and refer to ARSD 24:05:25:04.

2) What is the difference when using the BDI-2 for eligibility and/or progress monitoring?

- a. The BDI-2 was chosen because it can serve two purposes. It can be used to determine eligibility and for reporting early childhood progress. "It can kill two birds with one stone!" A district may qualify a student by using different test instruments, but once eligibility has been determined, the district must also test the student using the BDI-2 in order to report for progress monitoring. Again, the BDI-2 has to be given to all students who are receiving special education services ages 3-5 in order to meet the state's reporting requirements.

3) If Developmental Delay is not a suspected disability category, where, on the PPWN/Consent for Evaluation, should we mark that the Battelle is being given for state reporting purposes only?

- a. If you are only using the BDI2 for progress monitoring, do not check "Developmental" on the front page of the Consent for Evaluation. Document it under letter "C" and state "BDI2 will be given progress monitoring **only.**"
- b. If "Developmental" is marked, you must test in all areas and complete skill based in all areas.

4) Do we check "Developmental" on the PPWN/Consent for Evaluation when a child is transitioning from Part C and receiving speech language services only?

- a. No. On the PPWN/Consent for Evaluation, you only check the areas for which there is a suspected disability. If DD is not a concern, do not mark it. If you do mark it, then you must test in all areas and complete skill based in all areas.

5) Do we check “Developmental” on the PPWN/Consent for Evaluation when a child is exiting Part B 3-5 or turning 6?

- a. No. Document under section “C” that the BDI2 is being given for progress monitoring only.

6) Which normative type should I use when scoring a child in the Datamanager (BDI-2 Norms or BDI-2 NU Norms)?

- a. Any *initial* evaluations completed after October 3, 2016 must use the new BDI-2 NU.
- b. If a student was tested prior to October 3, 2016 using the original BDI-2 norms for entry or transition you must use that same normative set for the child’s exit too.

7) Can the sub-domain scores from the BDI-2 be used to determine eligibility?

- a. Typically, when determining eligibility under the category of developmental delay, the team uses the total domain score in any of the five developmental areas (cognitive development, physical development, communication development, social or emotional development, and adaptive development). However, there may be instances when the team may use the sub-domain scores in the areas of receptive, expressive, fine and gross motor scores individually, if the reliability is .80 or higher (refer to the BDI-2 reliability table below).

Table 7.1

Reliability Coefficients of the Subdomain Scaled Scores, Domain and BDI-2 Total DQ Scores, and BDI-2 Total Screening Score

	Age in Months																Average
	0-5	6-11	12-17	18-23	24-29	30-35	36-41	42-47	48-53	54-59	60-65	66-71	72-77	78-83	84-89	90-95	
Communication Domain																	
Expressive	.89	.93	.89	.92	.96	.96	.96	.92	.92	.93	.90	.92	.87	.88	.91	.90	.92
Receptive	.89	.83	.85	.88	.92	.94	.92	.90	.86	.89	.91	.94	.92	.92	.91	.89	.90
Motor Domain																	
Gross Motor	.96	.96	.97	.94	.90	.91	.91	.77	.86	.86	.82	.82					.91
Fine Motor	.90	.92	.82	.82	.75	.84	.86	.92	.85	.88	.75	.76					.85

8) Is data from the BDI-2 accepted as "achievement" scores for children ages 3-5 when looking at a disability other than developmental delay?

- a. The BDI-2 is not a standardized academic achievement test. Therefore, it should not be used as an assessment of achievement. Assessments appropriate for children ages 3-5 include the Woodcock Johnson III Brief, the standardized version of the Brigance, the Test of Early Reading Ability: Third Edition, the Test of Early Math Ability: Third Edition, the Test of Early Written Language: Second Edition, etc. Make sure tests are age-appropriate.

9) Are there circumstances when the BDI-2 (cognitive domain score) could be used as the ability score for determining eligibility for a disability category other than developmental delay?

- a. When a child has a severe disability or serious medical concern, the cognitive domain on the BDI-2 may be an option to use.

Resources

<https://doe.sd.gov/sped/Early-Intervention.aspx>

Least Restrictive Environments

Decision Tree for Coding Preschool LRE

Battelle Developmental Inventory

Battelle Export

Process Battelle

Flowchart Battelle

Q & A

Battelle Examiners Manual

Part C to B Transition

SD Transition Timeline

Flowchart Transition Manual

SD Bureau of Indian Education

SD BIE Birth to Five Guidance

Contact Information:
Special Education Programs
619 Coordinator
605-773-3678